



# Gillas Lane Primary Academy



Candidate Information Pack  
Lead Teacher

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0191 500 5956

As anyone who visits will tell you, there is something very special about our wonderful little school.

We are an oasis in the centre of our community; a dynamic blend of high expectations with a warm, family feel.

We know that our children may have barriers to learning but we never use these as an excuse – instead, we look for creative ways to overcome them.



Gillas Lane children never give up because they are resilient – you will hear this mantra from staff and children and see it in action everyday, as our Gillas Gang strive to ensure we all become the very best version of ourselves that we can be.

Team Gillas is exactly that – a team.

Every child and adult is valued and treated with respect; we know that everyone has an important part to play in the success of our school.



# GILLAS LANE PRIMARY ACADEMY SEMH UNIT



**We are opening a 16-place SEMH Unit in October 2026 with staff being recruited for a September start.**

**The places at the SEMH Unit will be commissioned by Together for Children and will be filled by children with EHCPs and with our provision named.**

**The Unit is stand-alone, but children will have access to facilities and lessons within the main school.**

**The Unit will be staffed by 2 teachers (with one being a Lead Teacher) and, initially, 1 TA**

**Work turning the Unit from our current Early Years space and into a specialised provision for our SEMH pupils will begin after the Easter break.**

**We are very excited by this new development as it represents a significant step forward in the support available for children across our community.**

**We are incredibly proud to be expanding our provision in this way and to be creating a team of practitioners who are passionate, compassionate and committed to making a life-changing difference.**

**This is an exciting chance to join us at a pivotal moment and to help shape a provision that will have a lasting impact on children, families and the wider community.**

**Interested in a role? Get in touch to arrange a time to look around and speak with our Headteacher.**

# Job Advert



## Lead Teacher – Commissioned SEMH Provision at Gillas Lane Primary Academy

Salary: Main / Upper Payscale + TLR 2b + SEND Allowance

Contract: Permanent, Full Time

Start Date: September 2026

We are seeking a passionate, skilled and committed Lead Teacher to head up our new SEMH Provision at Gillas Lane. This is an exciting opportunity for an experienced practitioner who believes every child can thrive with the right support, strong relationships, and a nurturing environment.

### About the Role

As Lead Teacher, you will play a key part in shaping a high quality, inclusive and emotionally supportive provision for children with social, emotional and mental health needs. You will lead practice, model excellence, and work closely with senior leaders, external professionals, and families to ensure our pupils receive the personalised support they deserve. A key part of the role will be as the Lead Teacher in the unit where you will be able to model excellence every day.

### We are looking for someone who:

- Is an excellent classroom practitioner with a strong understanding of SEMH needs
- Has the ability to lead, coach and inspire others to deliver high quality teaching and support
- Has a sound understanding of trauma-informed practice
- Can create a calm, structured and safe learning environment where pupils feel valued and secure
- Has experience of adapting curriculum pathways and using strategies that promote emotional regulation, positive relationships and engagement
- Brings strong communication skills, professional curiosity and a commitment to teamwork
- Is reflective, resilient and driven to secure the best possible outcomes for children

### In return, we offer:

- A positive, supportive working environment where staff wellbeing matters
- The chance to shape and grow a developing SEMH provision
- A leadership team who value initiative, creativity and evidence-based practice
- Pupils who are enthusiastic, individual and rewarding to work with
- Access to tailored professional development, including SEMH-specific training and leadership opportunities

**Prospective candidates are encouraged to make an appointment to visit our school and chat with the Headteacher.**

**0191 5005 956**

**[kay.straughan@aimhigh.co.uk](mailto:kay.straughan@aimhigh.co.uk)**



Post title: Teacher with TLR responsibility

Whole school area of accountability: Teaching and learning responsibility for a determined phase and/or whole school responsibility

Standard national scale in line with the current School Teachers' Pay and Conditions document plus the appropriate TLR payment

Line manager/s: The Headteacher, governing body and Trust board

Supervisory responsibility: Any teaching and non-teaching colleagues within your phase and/or whole school responsibility

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### Main purpose of the job

- Take specific responsibility and accountability for the day-to-day management and organisation of the SEMH Unit
- Be an excellent classroom practitioner and model high academic achievement
- Have an impact on educational progress beyond your assigned pupils
- Line manage and appraise identified staff
- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Headteacher
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

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### Duties and responsibilities

In addition, carrying out the duties of a class teacher as outlined in the current School Teachers' Pay and Conditions Document and additional job description. Teachers should also have due regard to the Teacher Standards (2013). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### Leadership and management

- Support and implement the vision and ethos of the school and SEMH Unit
- Contribute to, implement and evaluate the success of School Development Plan relevant to the SEMH Unit
- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
- Ensure policies affecting to the SEMH Unit are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
- Together with SLT, lead on the school self-evaluation process for your TLR area including lesson observations, monitoring of school standards and bringing about improvement
- As appropriate contribute to the writing of self-evaluation and policy documents
- Manage effectively the transition of pupils to and from your phase and within it (if appropriate)
- Promote cross curricular approaches to teaching and learning
- Be a proactive and effective member of the leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management

### **Teaching and learning responsibility**

- Lead a core subject/phase/school priority across the whole school
- Have overall responsibility and accountability for your TLR area ensuring curriculum continuity, consistency, balance, match and progression
- Lead meetings relevant to your TLR area with appropriate colleagues
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range

### **Monitoring and assessment**

- Together with the Senior Leadership Team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area
- Monitor standards including recorded work as relevant to your TLR area across the school including reviewing long and medium-term planning

### **Manage resources**

- Be responsible for the organisation, planning and evaluation of the school programs as relevant to your TLR area of responsibility
- Manage, monitor and accurately account for any budget for your area
- Evaluate, organise and monitor the use of resources within the SEMH provision

### **Staff development**

- Act as a reviewer for the appraisal of any identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate

### **Other**

- Assist in the smooth running of the school at all times, including being responsible, with the other TLR holders and/or SLT, for the school in the absence of the Headteacher
- Engage in Trust wide activities that enhance and promote children's learning

### **Note**

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

The post holder must carry out their duties with full regard to the Academy's Equal Opportunities Policy, Code of Conduct, Safeguarding Policy and all other policies adopted by the Academy.

The work of schools/academies changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers' terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.

Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.

# Person Specification

## Gillas Lane Primary Academy

### SEMH Unit Person Specification: Lead Teacher

Use in conjunction with Main Scale Classroom Teacher Person Specification



| Category                                | Essential Criteria                                                                                                                                                                                                                                                                                     | Desirable Criteria                                                                                                              | Assessment Method                                          |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Application                             | <p>Well presented application outlining relevant leadership and SEMH experience</p> <p>Clear evidence of commitment to inclusion and trauma-informed practice</p>                                                                                                                                      | <p>Examples of leading or contributing to whole school initiatives</p>                                                          | Application Form                                           |
| Qualifications, Training and Experience | <p>Qualified Teacher Status (QTS)</p> <p>Evidence of further training in SEMH, behaviour, safeguarding or SEND</p>                                                                                                                                                                                     | <p>Additional qualifications in SEND, mental health, or leadership (e.g., NPQ / NASENCO)</p>                                    | Application Form                                           |
| Experience                              | <p>Experience of teaching the primary curriculum</p> <p>Proven success supporting pupils with SEMH</p> <p>Experience leading provision, interventions or curriculum adaptations</p> <p>Evidence of coaching or developing colleagues</p> <p>Experience working with external agencies and families</p> | <p>Experience establishing or improving a specialist provision</p> <p>Experience contributing to strategic SEND development</p> | <p>Application Form</p> <p>Interview</p> <p>References</p> |
| Professional Development                | <p>Recent CPD relating to SEMH, behaviour, safeguarding or trauma-informed practice</p> <p>Reflective practice and leadership development</p>                                                                                                                                                          | <p>Involvement in staff training or CPD delivery</p>                                                                            | <p>Application Form</p> <p>Interview</p> <p>References</p> |

# Person Specification continued

## Gillas Lane Primary Academy

### SEMH Unit Person Specification: Lead Teacher



| Category                                 | Essential Criteria                                                                                                                                                                                                                                                                                                                                        | Desirable Criteria                                                                                                 | Assessment Method                                                  |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Professional Knowledge and Understanding | <p>Strong understanding of SEMH and effective teaching strategies</p> <p>Able to design and lead nurturing, structured environments</p> <p>Strong curriculum knowledge</p> <p>Excellent communication and data analysis skills</p> <p>Able to model high quality practice and develop staff</p> <p>Strong organisational and behaviour support skills</p> | <p>Knowledge of sensory or regulation-friendly environments</p> <p>Experience supporting strategic SEND policy</p> | <p>Lesson Observation</p> <p>Interview</p> <p>Application Form</p> |
| Leadership Attributes                    | <p>Clear vision for high quality SEMH provision</p> <p>Able to lead and develop a new unit</p> <p>Resilient, solution-focused and strong interpersonal skills</p> <p>Able to inspire and support staff</p> <p>Strong safeguarding knowledge</p> <p>Ability to prioritise and meet whole school deadlines</p>                                              | <p>Experience leading SEMH / SEND teams</p> <p>Experience in strategic improvement planning</p>                    | <p>Interview</p> <p>References</p>                                 |
| Personal Attributes                      | <p>Calm, positive and consistent</p> <p>Warm, relational and committed to inclusive education</p> <p>Alignment with school values</p>                                                                                                                                                                                                                     | <p>Experience contributing to wider school life</p>                                                                | <p>Interview</p> <p>References</p>                                 |

# Job Description



## Classroom Teacher – Commissioned SEMH Provision at

Post title: Classroom Teacher

Line manager/s: The Headteacher, members of the senior leadership team (SLT) and the governing body

Supervisory responsibility: The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

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### Main purpose of the job:

- Be responsible for the learning, progress and holistic development of pupils within the SEMH Unit, ensuring each learner receives personalised, trauma informed teaching that secures safety, belonging and progress
- Create a nurturing, structured and predictable environment where pupils with social, emotional and mental health needs can develop positive learning behaviours, regulation skills and academic achievement
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Build strong, respectful and trust based relationships rooted in emotional safety
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2013)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

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### Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2021). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### Teaching

- Deliver a flexible, needs led curriculum tailored to pupils with SEMH needs, ensuring high aspirations while allowing for personalised pathways and targeted interventions
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Plan and prepare engaging lessons that incorporate therapeutic approaches, social skills development and emotional literacy alongside academic outcomes
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics

- Use trauma informed, relational and restorative approaches to support pupils' engagement and self-regulation
- Plan for and differentiate teaching to meet the diverse needs of pupils, including those with SEND, neurodiversity, attachment needs and those with complex emotional profiles
- Use high-quality assessment strategies - including observation, engagement indicators and progress tracking - to set achievable but challenging targets
- Work closely with support staff and external specialists to deliver structured interventions, personalised learning programmes and behaviour support plans
- Provide clear, constructive feedback that supports pupil reflection, self-regulation and independence
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Use data effectively to monitor and evaluate progress across academic, social and emotional domains
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

### **Behaviour, Safety and Emotional Wellbeing**

- Establish and maintain a calm, safe and predictable learning environment based on clear routines, relational practice and therapeutic principles
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Implement de escalation strategies, sensory regulation approaches and individualised behaviour support plans consistently and with empathy
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Use positive reinforcement, restorative conversations and strength based approaches to build resilience, self-esteem and pro social skills
- Maintain high expectations for pupil behaviour, supporting learners to manage their emotions, regulate effectively and develop independence
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- Respond decisively and safely to safeguarding concerns following school policy and national guidance
- Carry out duties within the SEMH Unit and wider school as required

## **Team working and collaboration**

- Work as an integral member of the SEMH team, contributing to a cohesive, supportive and reflective culture
- Support, lead and deploy teaching assistants effectively, ensuring they understand their roles and contribute positively to pupil outcomes
- Share good practice with colleagues across the school and Trust and contribute to staff development around SEMH, trauma informed practice and behaviour support
- Collaborate with mainstream staff to support inclusion opportunities, reintegration plans and personalised timetables
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Participate in professional meetings regarding pupils, curriculum and wider school organisation, including supporting Senior Leaders with information for multi disciplinary meetings and EHCP reviews
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

## **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Work constructively with external agencies, including SEND support services, therapeutic teams, social workers and health professionals
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school
- Contribute to the planning, review and development of the SEMH provision, including curriculum, intervention frameworks and behaviour systems

## **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

## **Professional development**

- Reflect regularly on professional practice, seeking to improve teaching, relationships and behaviour strategies within an SEMH context
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

## **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher
- Recognise that duties may evolve in line with national changes, school development priorities or changes in SEMH provision needs, following consultation

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The work of schools/academies changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers' terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.

Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.

# Person Specification

## Gillas Lane Primary Academy

### SEMH Unit Person Specification: Classroom Teacher



| Category                    | Essential Criteria                                                                                                                                                                                  | Desirable Criteria                                                                                                                                                    | Assessment Method                                   |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Application                 | <p>Well presented application demonstrating experience and values aligned with SEMH practice</p> <p>Evidence of inclusive and trauma informed teaching</p>                                          | <p>Examples of contributions to wider school life or additional responsibilities</p>                                                                                  | Application Form                                    |
| Qualifications and Training | <p>Qualified Teacher Status (QTS)</p>                                                                                                                                                               | <p>Additional training in SEND, SEMH, trauma-informed practice, or behaviour support</p>                                                                              | Application Form                                    |
| Experience                  | <p>Experience planning, teaching and assessing learning in KS1/KS2</p> <p>Experience adapting teaching for a range of needs, including SEMH</p> <p>Ability to use assessment to inform planning</p> | <p>Experience supporting pupils with SEMH in mainstream or specialist settings</p> <p>Experience working with external agencies or contributing to EHCP processes</p> | Application Form<br>Interview<br>Lesson Observation |
| Professional Development    | <p>Evidence of recent, relevant CPD in teaching, SEND, inclusion or behaviour</p>                                                                                                                   | <p>Commitment to SEMH-specific training or specialist development</p>                                                                                                 | Application Form<br>References                      |

| Category                                 | Essential Criteria                                                                                                                                                                                                                                                                                                                                                              | Desirable Criteria                                                                                                                            | Assessment Method                                                                    |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Professional Knowledge and Understanding | <p>Strong understanding of the primary curriculum</p> <p>Knowledge of effective SEMH support strategies</p> <p>Ability to create a safe, calm, structured learning environment</p> <p>Strong communication and teamwork skills</p> <p>Ability to build positive relationships with pupils, families and professionals</p> <p>Commitment to high expectations for all pupils</p> | <p>Knowledge of sensory needs, emotional literacy or therapeutic approaches</p> <p>Experience supporting personalised curriculum pathways</p> | <p>Lesson Observation</p> <p>Interview</p> <p>Application Form</p> <p>References</p> |
| Personal Attributes                      | <p>Calm, patient and regulated in challenging situations</p> <p>Warm, nurturing and relationship-focused</p> <p>Organised, reflective and committed to professional growth</p> <p>Enthusiastic and positive team member</p> <p>Strong commitment to safeguarding</p>                                                                                                            | <p>Willingness to engage in wider school life and community links</p>                                                                         | <p>Interview</p> <p>References</p>                                                   |



# Selection Process: Lead Teacher (SEMH Unit)

Our aim is to appoint an exceptional Lead Teacher who will shape and drive the success of our brand new SEMH Unit at Gillas Lane Primary Academy. We are committed to ensuring that every stage of the process is fair, transparent and aligned with safer recruitment practices, and that candidates have the opportunity to demonstrate their suitability for leading a specialist provision.

## Visits to School

We warmly welcome prospective candidates to visit Gillas Lane Primary Academy. Visits provide an opportunity to experience our nurturing ethos, high expectations and relational approach first-hand, as well as to discuss the vision for the new SEMH Unit. Visits can be arranged through the Headteacher.

## Applications

Applicants should complete all sections of the application form fully, including explanations for any gaps in employment. CVs are not accepted. Your application must clearly demonstrate how your experience, skills and professional values meet the Lead Teacher (SEMH Unit) person specification. Completed applications should be submitted by the stated closing date.

## Shortlisting

All applications are assessed objectively against the published person specification. Shortlisting is undertaken by a panel of senior leaders with expertise in SEMH, inclusion and teaching and learning. Candidates who most closely meet the criteria will be invited to interview and notified by email. A declaration of interest form will be sent with the invitation and must be returned in advance of the interview.

## References

References are requested for all shortlisted candidates at the point of invitation to interview. Your first referee must be your current or most recent employer. References are used to verify the accuracy of information provided and to ensure suitability for working with children, including those with complex needs.

## Interview Process

The interview process will include a range of tasks designed to assess your leadership potential, understanding of SEMH provision and ability to model high-quality, trauma-informed practice. Tasks will include:

- A teaching activity
- A leadership or strategic planning task
- A formal panel interview

Candidates must bring proof of identity, qualifications and eligibility to work in the UK.

## Final Selection

Following all assessment activities and the formal interview, the panel will evaluate each candidate against the person specification. The successful candidate will be contacted by telephone, and brief feedback will be offered to all interviewed applicants.

## Offer of Employment

A conditional offer will be made subject to:

- Satisfactory references
- Verification of qualifications and employment history
- An enhanced DBS check
- Any additional safer recruitment checks required

The offer will be confirmed in writing once all checks are completed.